



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3625 W Cactus Rd, Phoenix, AZ 85029

Glendale Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Excelling
2004-05	Highly Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Michael Fowler
 Schedule : 07:00 AM to 04:30 PM
 Grades : 9-12
 Web Address : www.guhsdaz.org/schools/moonvalley.asp
 Phone Number : (623) 915-8000
 Fax Number : (623) 915-8070
 E-mail : mdfowler@guhsdaz.org

Mission

The Glendale Union High School District's mission is "To empower all students for the choices and challenges of the 21st Century." Moon Valley's goal is "SUCCESS: Every Student, Every Day".

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü MVHS will ensure that all students will have a challenging college preparatory curriculum including business and technology.
- ü MVHS will ensure that all students graduate with the technical skills necessary to prepare them for the demands of the 21st Century.
- ü MVHS will ensure the development of the physical and emotional well-being of our students through physical education and extracurricular programs.
- ü MVHS will ensure alignment to the Arizona Academic Standards and work to further develop reading and writing across the curriculum.

Enrollment

October 1, 2005 School Year Student Enrollment : 1753
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 100

Instructional Programs

- ü Advanced Placement/Honors Classes
- ü Computer Technology/Cisco Networking
- ü Fire Science Program
- ü Hospitality/Culinary Arts Programs
- ü NJROTC Program
- ü Two Read 180 Classes
- ü Bus/Comm College Prtnrshps/Dual Enroll
- ü School-to-Career Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Quarterly newsletter mailed which contains articles of special interest, interim reports which give information on student's academic progress, and reports mailed on state test results.

Parents

Each student in our school has the right to a quality education. To ensure that each student enjoys that right, there are district policies and procedures which address student attendance, tardiness, disruptive behavior and appropriate dress.

Transportation Policy

Attendance boundaries: West boundary of 51st Avenue; East boundary of Black Canyon Hwy; South boundary of Peoria Ave. and North boundary of Thunderbird Rd. Students in the district who reside more than 1 1/2 miles from school may ride school buses. In addition, there are different requirements for special needs students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Arizona Assistant Principal of the Year	2006
ü Regional Champions - Wrestling, Baseball, Swim, Soccer	2006
ü Marching Band State Superior Rating	2006
ü Varsity Football State Champions	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	415	3339	71130	94	92	95	722	716	701	7	11	23	7	9	13	63	60	51	23	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	210	1706	35465	98	94	96	723	716	702	5	10	21	8	9	13	64	61	53	23	19	13
Male	205	1632	35648	91	89	94	722	717	701	9	12	24	6	8	12	62	59	50	22	20	14
African American	29	273	3868	85	90	95	711	700	686	10	18	33	10	13	17	55	60	45	24	9	6
Hispanic	97	1360	25103	92	92	95	714	703	685	12	17	34	5	11	16	69	61	45	13	11	5
Asian/Pacific Islander	14	111	1805	93	99	98	717	723	731	7	12	9	7	7	7	64	52	50	21	29	34
American Indian/Alaskan Native	15	107	4241	100	95	90	719	712	679	7	8	39	7	13	19	67	68	39	20	10	3
White	260	1488	36075	96	91	95	727	731	715	5	5	12	7	5	9	62	60	58	26	30	21
Students with Disabilities	16	91	5862	38	24	71	689	686	658	25	20	63	6	22	15	63	56	20	6	2	2
Students without Disabilities	399	3248	65268	100	100	98	723	717	705	6	11	19	7	8	12	63	61	54	23	20	15
Limited English Proficient Students	10	258	4859	91	91	93	NA	669	662	NA	50	64	NA	18	15	NA	31	20	NA	1	1
Migrant Students	--	NC	786	--	NC	95	--	NC	681	--	NC	38	--	NC	18	--	NC	41	--	NC	4
Economically Disadvantaged	149	1490	22957	93	89	93	715	705	685	11	16	34	7	11	17	64	61	44	17	12	5
Non-Economically Disadvantaged	266	1849	48173	95	94	96	726	726	709	5	7	17	7	7	11	63	60	55	26	27	18

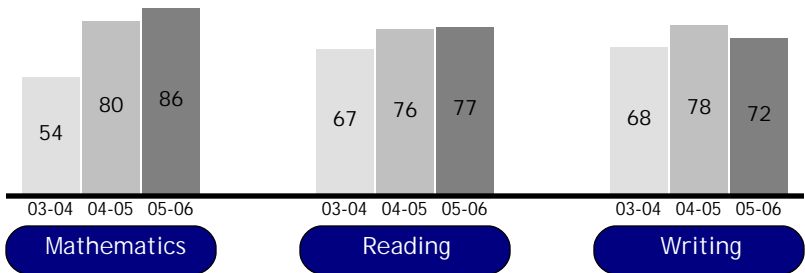
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	448	3571	73018	99	96	97	709	706	703	3	4	6	19	22	23	69	66	64	8	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	219	1797	36181	100	97	97	715	710	708	2	3	4	19	21	21	67	66	65	12	10	9
Male	229	1773	36816	98	96	96	704	702	699	4	5	7	20	23	24	72	66	62	4	6	7
African American	34	302	3976	97	96	96	700	690	689	6	6	8	24	31	29	59	60	59	12	3	3
Hispanic	105	1431	25801	96	95	96	698	691	683	4	6	10	30	31	34	62	59	53	5	4	3
Asian/Pacific Islander	15	112	1812	100	97	98	696	710	722	7	4	3	20	20	15	67	65	66	7	11	16
American Indian/Alaskan Native	16	117	4389	100	100	93	704	696	675	6	3	9	25	29	42	63	65	47	6	3	1
White	278	1607	37024	100	97	97	716	722	721	2	2	2	15	12	12	74	73	73	9	13	13
Students with Disabilities	41	263	7170	89	66	85	663	659	654	20	16	23	49	48	47	32	35	29	NA	0	1
Students without Disabilities	407	3308	65848	100	100	98	714	709	708	1	3	4	16	20	20	73	69	67	9	8	9
Limited English Proficient Students	11	274	5099	92	94	95	650	640	641	9	25	29	82	66	59	9	9	12	NA	NA	0
Migrant Students	--	NC	817	--	NC	96	--	NC	667	--	NC	15	--	NC	44	--	NC	39	--	NC	1
Economically Disadvantaged	161	1639	23912	96	95	94	696	689	681	4	6	10	29	33	36	64	58	52	2	3	2
Non-Economically Disadvantaged	287	1932	49106	100	98	98	716	720	714	2	2	4	14	13	16	72	73	69	11	12	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	426	3545	72810	94	96	96	692	692	685	2	4	6	27	25	30	68	64	58	4	7	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	214	1796	36111	97	97	97	700	701	695	1	3	4	20	18	23	73	69	65	6	10	8
Male	212	1748	36678	91	94	95	684	682	674	3	5	9	33	32	36	62	59	52	1	4	3
African American	30	298	3962	86	95	96	685	681	675	3	7	8	30	27	33	57	62	55	10	4	3
Hispanic	100	1435	25735	92	96	96	683	682	669	5	6	10	30	33	41	62	58	48	3	4	2
Asian/Pacific Islander	14	111	1809	93	97	97	691	691	704	7	9	4	NA	13	19	93	68	65	NA	10	13
American Indian/Alaskan Native	15	115	4370	94	98	92	689	690	670	NA	3	9	47	28	39	47	61	50	7	8	2
White	267	1584	36915	96	96	97	696	703	697	0	2	3	25	18	21	71	69	67	3	10	8
Students with Disabilities	20	240	7071	43	60	84	644	647	634	15	13	24	60	56	53	25	30	21	NA	1	1
Students without Disabilities	406	3305	65739	100	100	98	694	694	689	1	4	4	25	23	27	70	66	62	4	7	6
Limited English Proficient Students	12	276	5046	100	95	94	601	617	621	42	31	31	50	54	56	8	15	12	NA	NA	0
Migrant Students	--	NC	812	--	NC	96	--	NC	654	--	NC	15	--	NC	51	--	NC	34	--	NC	0
Economically Disadvantaged	152	1624	23814	91	94	94	685	678	667	3	7	10	31	33	41	63	57	47	3	3	2
Non-Economically Disadvantaged	274	1921	48996	96	97	97	696	703	693	1	2	4	24	18	24	70	70	64	4	10	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	88	45	NA	42	96	55	50	51	100	54	50	52
	Language	88	46	50	42	96	52	50	50	100	52	50	50
	Mathematics	88	71	71	63	96	56	50	50	92	56	52	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Moon Valley High School

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü North Central Association Accreditation
- Ü Future Planning/Review of School Data
- Ü Evaluate School Effectiveness
- Ü Communicate with Students/Parents/Staff
- Ü Cultural Diversity
- Ü Maintain Positive School Climate

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	80.00
Other Professional Staff	9.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	7	6	0	0
7 to 9 years	7	4	0	0
10 or more years	16	28	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	232
Teachers with Emergency Certification.	11
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Applied Tech-CAD/Culinary Arts/Cisco Lab
- Ü Two Read 180 Labs/ Fire Science Program
- Ü Multimedia Center/Six Computer Labs
- Ü Two Multi-Purpose Gymnasiums

Extracurricular Activities

- Ü More Than 60 Special Interest Clubs
- Ü National Honor Society
- Ü Close-Up/NJROTC/Rocket Town
- Ü Interscholastic Athletics
- Ü Theatre/Music/Dance Programs
- Ü Student Government/Service Clubs
- Ü DECA/Key Club/SADD
- Ü Community Service Emphasis

Social Services

- Ü Counseling Services
- Ü Peer Mediation/Peer Tutors
- Ü Title I/ Blast Center
- Ü Crisis Intervention Program
- Ü Social Worker
- Ü Free/Reduced Lunch Program
- Ü School Psychologist
- Ü Homeless Student Resources

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Excelling State Performance Label

ü Moon Valley's scores on Terra Nova and AIMS were above state averages in Math, Writing, and Reading.

ü One National Merit Finalist

ü Moon Valley's dropout rate for the 2005-2006 school year was 1.4 percent. Moon Valley is highly successful academically while keeping students in school through specialized schedules facilitating one-on-one assistance.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	99	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

MVHS is continuing its emphasis on cultural diversity and group conflict counseling. We take pride in our strong partnership with the Cactus Police Precinct. MVHS has a well-defined Crisis Intervention Plan that provides for emergencies.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

8

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Michael Fowler	(623) 915-8000
Transportation Policy	Sanid Gregory	(623) 435-6084
Community Resources	Geri Gardner	(623) 915-8073
School Nutrition Programs	Yome Gokool	(623) 435-6016
Parent Organization	Tammy Estepp	(623) 915-8000
Student Health/Nurse	Renny McGovern	(623) 915-8003

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.